Student Name:
School Name:
Teacher/Class:

Montana Comprehensive Assessment System (MontCAS, Phase 2 CRT)

Grade 5
Common Released Items
Spring 2007

OPI

OFFICE OF PUBLIC INSTRUCTION

General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Printed in the United States of America.

Reading
Session 1

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

The poem "Owl O'Clock" tells about a summer night. Read the poem and then answer the questions that follow.

Owl O'Clock

by Paul Fleischman

On summer nights I sleep in the treehouse,
far from our grandfather clock's deep chime.
My watch is back in my room. I don't mind.
I see and hear and smell the time.

Frog o'clock,
then first star,
porch lights on,
then jasmine scent.
Cats called in,
then porch lights out,
the evening's final bus
up Ninth,
and then my favorite time of all,
the hour after raccoon-prowl,
the time I love to listen for —
owl o'clock at night.

Please go on to the next page.

Mark your answers to questions 1 through 5 in the section marked "Reading—Session 1" in your Student Response Booklet.

1. In line 14, the poet uses the word raccoon-prowl to describe when the raccoons

   A. eat their dinner.
   B. wander about.
   C. make loud noises.
   D. fall asleep.

2. What is the setting of the poem?

   A. a bus
   B. a porch
   C. a treehouse
   D. a bedroom

3. Which word BEST describes the speaker of the poem?

   A. alert
   B. bored
   C. lonely
   D. nervous

4. With which statement would the speaker in the poem MOST LIKELY agree?

   A. Early morning is the best time of day.
   B. Watches are needed to tell time.
   C. Nights are active and exciting.
   D. There are few animals to see at night.

5. The poem is organized

   A. by order of importance.
   B. by when things happen.
   C. by listing problems and solutions.
   D. by comparing and contrasting events.

Please go on to the next page.

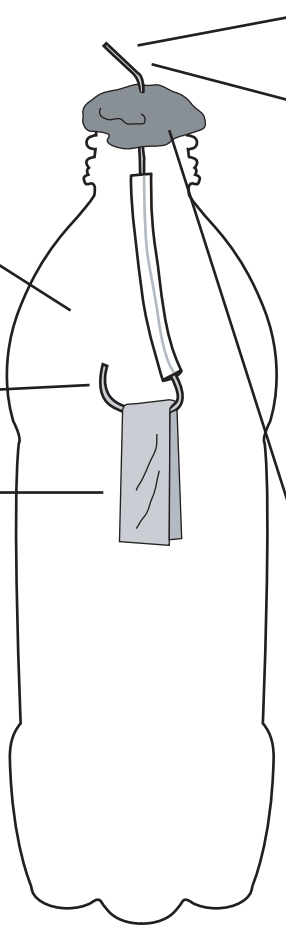
Read this article about how to experiment with static electricity. Then answer the questions that follow.

Try This!
Make a Static-Charge Finder

Here's a way to find charges of static electricity without getting shocked: Make an electroscope.

The drawing explains how to put one together. (You may need an adult's help to remove any covering from the ends of the wire.)

How to Make an Electroscope



1. Remove the label from a twenty-ounce soda bottle. Rinse out the bottle and let it drain until completely dry.

2. Bend a five-inch-long piece of wire as shown. (The wire from a long twist tie worked for us.) Make sure that the ends are bare metal.

3. Cut a three-inch-long strip of aluminum foil, fold it, and hang it on the wire. Make the two flaps hang straight down. They should not have any rough edges or anything else that might make them stick together.

4. Form a ball of modeling clay around the wire, near the top. Lower the aluminum-strip end of the wire into the center of the bottle. Gently press down on the clay to seal the bottle.

Please go on to the next page.

Static electricity makes it work.

To test the electroscope, make a static charge by rubbing an inflated balloon against your clean, dry hair. When the balloon has a static charge, it will attract tiny bits of dry paper from one or two inches away.

If you hold the charged balloon near the top end of the wire, the two flaps of aluminum foil will move apart. If they do not, try different types of foil, wire, and clay, changing only one at a time.

Once the electroscope works, use it to detect static charges by bringing it close to electrical equipment, such as a television screen or computer screen. Never stick the wire into any kind of appliance or outlet. That could give you a dangerous shock.

5

How It Works

When you rub the balloon against your hair, the balloon takes negatively charged particles, called electrons, from your hair. Then both the balloon and your hair have a small charge of static electricity. Your hair has a positive charge, and the balloon has a negative charge.

Since any two objects with the same charge push away from each other, the balloon pushes away anything that also has a negative charge, including electrons.

That pushing makes the electroscope work. When the balloon comes close to the wire, the balloon's negative charge pushes some of the wire's electrons down into the foil strip. Some electrons go into one side of the foil, and others go into the other side. Now both foil flaps have a negative charge, and they push away from each other. The stronger the charge, the wider they open.

Mark your answers to questions 6 through 10 in the section marked "Reading—Session 1" in your Student Response Booklet.

6. What is the MAIN purpose of the labeled drawing in the article?

   A. to show how complicated the project is
   B. to show how to put the electroscope together
   C. to show what supplies are needed in advance
   D. to describe how to use the electroscope

7. According to the directions for making an electroscope, modeling clay is used to

   A. prevent electric shocks.
   B. hold the foil on the wire.
   C. absorb water in the bottle.
   D. make the bottle airtight.

8. In paragraph 5, the word <u>detect</u> means the same as

   A. discover.
   B. divide.
   C. prevent.
   D. explode.

9. The MAIN purpose of the article is to

   A. help readers protect themselves from static electricity.
   B. teach readers how to use an electroscope safely.
   C. explain why dry hair creates static electricity.
   D. explain how to build and understand an electroscope.

10. The BEST source for more information about static electricity is

    A. a health textbook.
    B. a science textbook.
    C. a newspaper.
    D. a dictionary.

Please go on to the next page.

You very well may be a human pack rat! Read this passage about the wood rat (pack rat) and then answer the questions that follow.

Are You a Pack Rat?

by Joan Unterberg

DO YOU COLLECT all kinds of stuff? Do you shove it under your bed? In your dresser drawers? In your closet? Does your family call you a pack rat because you won't throw anything away?

Some of us are called pack rats because we are collectors and savers. Real pack rats are curious rodents with big ears and bulging, black eyes.
2 Adults are about one foot to one and a half feet long, including a three- to nine-inch tail. Pack rats are actually wood rats, but because they are such collectors, they're commonly called pack rats.

A real pack rat never stops collecting! It's always shopping for anything that looks interesting to add to the pile of clutter it stores in its nest. The rat will pick up nearly anything that it can carry in its mouth—nails, needles, pins, pens, clippers, zippers, coins, cans, glass, brass, bones, and stones. The contents of an average desert pack rat nest can easily fill an oversized trash bag.

One night before going to sleep, a camper laid his gold wrist watch on a small box next to his sleeping bag. In the morning, he reached for his watch. There, on the very spot where he'd laid his watch the night before, sat a shiny stone. During the night, a pack rat must have been snooping around the campsite. Because pack rats love anything bright and shiny, the rat probably spotted the shiny watch and traded it for the stone it had been carrying. Another camper found an old sock in place of his false teeth when he woke in the morning!

These pack rats are busy at night because they are nocturnal. Since the fiery sun can send temperatures soaring above 130°F in Arizona's
5 Sonoran Desert, they are awake at night and sleep during the day. They build their nests near cacti to protect them from the fierce heat while they sleep. The nests may look messy, but the hodgepodge of dead twigs allows the air to circulate, while the green cacti give off moisture to cool the nests.

After the sun goes down and the temperature drops, the busy pack rat's day begins. Just as it never stops collecting this and that, a pack rat never stops building its nest. It builds and builds and builds, often until its nest stretches to six feet across! The bigger the nest, the harder it is for a predator, such as a skunk or coyote, to find its builder. Sometimes the rat will build its nest in the middle of a prickly pear cactus patch or underneath a cactus to keep predators away.

Night after night, the pack rat gathers hundreds of spiny joints from jumping cholla cacti and piles them up at the entrances of its nest. Each cactus joint holds a pincushion of nasty spines. Sometimes these mounds of cactus spines are stacked as high as two feet. They act as a barbed-wire fence and protect the rodent from most predators. The pack rat usually has no problem dodging the spines, but if enemies try, they're in big trouble: those spines are so sharp that they could puncture a bicycle tire!

Some creatures aren't a bit afraid of the rat's barbed fortress, though. Badgers will rip into the nest. Gila monsters will dig and bull their way through the spines. And rattlesnakes will slither
8 underneath, hoping to find a tasty snack of baby pack rats. This is why the nest has more than one entrance—in case the pack rat needs to make a quick getaway.

Inside the nest, the rat builds rooms and passageways, cushioning them with grasses, feathers, shredded bark, or any smooth materials it can find. It stores its food and treasures in separate rooms. And the rodent doesn't have to go far for food—it's right there! Pack rats get their food and water from cactus pads, stems, seeds, and fruit.

Please go on to the next page.

Usually, only one pack rat lives in the nest, but generations of pack rats often build on to the same nest. Some will also build new nests, and others take over vacant ones. When a pack rat dies, its nest doesn't stay empty long—there's always another pack rat ready to move in and make itself at home. . . .

Whether they are busy gathering food and cactus joints or collecting treasures, pack rats must be ready to run back to the safety of their nests at a moment's notice. They always have to be on the lookout for coyotes, foxes, bobcats, badgers, and snakes that might be searching for a snack.

Aren't you glad *you're* not a real pack rat?

Mark your answers to questions 11 through 21 in the section marked "Reading—Session 1" in your Student Response Booklet.

11. The purpose of the first paragraph is to
    A. interest the reader in pack rats.
    B. ask scientific questions.
    C. teach healthy living habits.
    D. give information about pack rats.

12. Paragraph 2 states that because wood rats "are such collectors, they're commonly called pack rats." Which word means the OPPOSITE of commonly?
    A. mostly
    B. naturally
    C. rarely
    D. usually

13. The passage states that pack rats love to collect
    A. bright and shiny objects.
    B. food and water.
    C. large branches.
    D. nests built by other pack rats.

14. According to paragraph 5, pack rats are nocturnal animals because they
    A. never stop building their nests.
    B. sleep during the day and are active at night.
    C. prefer cool temperatures to hot temperatures.
    D. collect things to bring back to their nests.

15. Paragraph 5 states that "the hodgepodge of dead twigs allows the air to circulate." Which word means the same as hodgepodge?
    A. chain
    B. jumble
    C. model
    D. fence

16. According to the passage, a pack rat's nest is
    A. waterproof.
    B. disorganized.
    C. strong and safe.
    D. hot and uncomfortable.

Please go on to the next page.

17. What is likely to happen to a skunk that tries to enter a pack rat's nest?

A. It will steal the pack rat's food.
B. It will become stuck in the entrance.
C. It will capture and eat the pack rat.
D. It will get cut by sharp cactus spines.

18. What is another word for <u>getaway</u> as it is used in paragraph 8?

A. trip
B. chase
C. escape
D. entrance

19. Which new title would fit this passage?

A. "All About Pack Rats"
B. "People and Pack Rats"
C. "Beautiful Sonoran Desert of Arizona"
D. "Predators and Their Prey"

20. Which sentence from the passage is an opinion?

A. "Adults are about one foot to one and a half feet long, including a three- to nine-inch tail."
B. "During the night, a pack rat must have been snooping around the campsite."
C. "Sometimes the rat will build its nest in the middle of a prickly pear cactus patch or underneath a cactus to keep predators away."
D. "Pack rats get their food and water from cactus pads, stems, seeds, and fruit."

21. Which Web site will MOST LIKELY have information about understanding behavior of pack rats?

A. "Living with Wildlife"
B. "Helping a Pack Rat Get Organized"
C. "Biologists Find Clues to Pack Rat's Urge to Collect"
D. "Controlling Rats, Termites, Insects and Pests"

Write your answer to question 22 in the space provided for it in your Student Response Booklet.

22. Explain why some people are called "pack rats." Use information from the passage to support your answer.

Please STOP. Do not go on to the next page.

Reading
Session 2

This test session includes reading selections and multiple-choice questions. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

During the mid-1800s, thousands of pioneers made the trip from their homes in the East to settle the western territories of the United States. Read this article that tells about their journeys and then answer the questions that follow.

Covered Wagons of the Oregon Trail

by Nancy Speck

It's a familiar pioneer image: covered wagons rolling across vast prairie to Oregon Territory. But what was it like to call a wagon "home" for six months, traveling over two thousand miles of rough, roadless terrain? Pioneer diaries and letters tell us.

> Your wagon must
> *". . . be strong in every part and yet it should not be very heavy."*
> Jesse Looney, 1843

Pioneers usually constructed their own small wagons, ten feet by four feet, with sides two and a half feet high. Hardwoods like oak or hickory made the best bottom or "box" of the wagon. Many people painted their wagons blue or green.

> *"Have your wagons well covered so they will not leak, or your provisions and clothes will spoil."*
> S.M. Gilmore, 1843

One of the biggest jobs in preparing for the trip west was sewing canvas covers for the wagons. The covers stretched over curved bows or "ribs" of hickory and soon bleached white from the sun and rain. The covers also provided protection from bone-chilling prairie rain and the scorching desert sun.

> *"We intend to stop* [at Fort Laramie] *and repair our wagon wheels. They are nearly all loose."*
> Mrs. George Donner, 1846

The most important part of the wagon was the running gear—the wheels, the wheel-connecting axles, and the tongues that the oxen were attached to. Early pioneers discovered that the running gear also gave them the most problems. Wheels shrank in the heat and swelled in the rain. Axles splintered. Tongues* snapped in half when the animals turned sharply or lost their footing.

***Tongue**: part of a wagon

Please go on to the next page.

Lots of time, attention, and money was spent making or buying the best running gear possible. If something broke in the wilderness, it could mean disaster.

> *"The loading should consist of mostly provisions."*
> Peter Burnett, 1843

Every inch of the wagon was filled. Guidebooks recommended five hundred pounds of food per person, including flour, beans, bacon, rice, dried fruit, and coffee. Bacon was packed in barrels, which were roped to the outside of the wagon.

Pockets sewn into the canvas cover bulged with flour and coffee beans. False bottoms in the wagons held tools and supplies. But the wagons weren't nearly large enough to carry everything.

Families disagreed sharply on what few personal items to take. Some argued for clothing and extra wagon parts. Others insisted on taking beds, books, and stoves. Almost everyone took too much.

> *"In crossing the Platte River our end wagons worked downstream until we reached deep water and then rolled over and over, costing us much loss and trouble."*
> John Staughton, 1843

Rivers presented a potentially deadly problem. If the river was deep, pioneers removed the wheels and floated the boxes across on log rafts. For shallower water, emigrants stuffed rags between the boards or sealed them with tar. Then they forded the river by fastening wagons together.

> *"A man named Smith had a wooden rolling pin that it was decided was useless and must be abandoned. I shall never forget how that big man stood there with tears streaming down his face as he said, 'Do I have to throw this away? It was my mother's. I remember she always used it to roll out her biscuits, and they were awful good biscuits.'"*
>
> Lucy Ann Henderson Deady, Age 11, 1846

Mountains, deserts, and the endless prairie took their toll on animals. Lightening the load was sometimes the only way to keep the exhausted animals going. Grandfather clocks, dishes, and trunks littered the Oregon Trail. At certain forts and crossroads stood piles of food, clothing, and furniture. Even small, treasured keepsakes were tossed out.

> *"Friday, Oct. 27. Arrived at Oregon City.*
> *"Saturday, Oct. 28. Went to work."*
> anonymous emigrant

Once the pioneers crossed the Blue Mountains, they fanned out in the Willamette Valley of the Oregon Territory. As each family claimed a piece of land, the wagons became living quarters while families raced to build log homes before winter set in.

Today, a few wagons survive in museums and historical exhibits. Each twisted tongue, broken board, and warped wheel tells a story of someone who journeyed westward in a covered wagon on the Oregon Trail.

Please go on to the next page.

Mark your answers to questions 23 through 27 in the section marked "Reading—Session 2" in your Student Response Booklet.

23. According to the article, the BEST wagon for the Oregon Trail would be

    A. light, covered, and made of hardwood.
    B. heavy, covered, and sealed with tar.
    C. light, open, and sealed with tar.
    D. heavy, open, and made of softwood.

24. The article states, "The loading should consist of mostly provisions." The word provisions MAINLY means

    A. guidebooks.
    B. food.
    C. clothing.
    D. tools.

25. Which quotation from the article is an OPINION?

    A. "The covers stretched over curved bows or 'ribs' of hickory."
    B. "Bacon was packed in barrels."
    C. "'and they were awful good biscuits.'"
    D. "Even small, treasured keepsakes were tossed out."

26. According to the article, the MAIN reason the pioneers raced to build homes at the end of their journey was so they could

    A. move out of the covered wagons.
    B. get more land than other pioneers.
    C. have time to make larger homes.
    D. be protected from the weather.

27. How does the author use diary entries in the article?

    A. to organize the information in the article
    B. to show that the pioneers like to keep diaries
    C. to give the years in which the pioneers traveled
    D. to show that the facts in the article are unusual

Please go on to the next page.

In this story the author tells a true story about animal behavior that helps the reader understand kindness and friendship. Read the story and then answer the questions that follow.

Robby
A TRUE STORY

by Catherine Roberts

Students read a passage titled "Robby: A True Story" and then answered questions that followed. Due to copyright restrictions, the passage cannot be released to the public over the Internet. For more information, see the copyright citation below.

"Robby: A True Story" by Catherine Roberts as it appeared in Cricket, September 1992. Illustrations by Barb Armata. Published by Carus Publishing Company. Copyright © 1992 by Catherine Roberts.

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Mark your answers to questions 28 through 32 in the section marked "Reading—Session 2" in your Student Response Booklet.

28. In paragraph 4, "He grazed at a discreet distance from the rest, waiting to learn his proper place" means that Beau was

    A. upset.
    B. friendly.
    C. cautious.
    D. angry.

29. Which detail from the story shows part of the SETTING?

    A. Robby was blind in one eye.
    B. Beau was enjoying the long grass.
    C. Beau did not know what the whistle meant.
    D. Robby nipped at Beau, getting him to run.

30. Why did Robby first nip at Beau?

    A. to help him
    B. to play with him
    C. to anger him
    D. to hurt him

31. The last paragraph in the story is used to

    A. create a surprise ending.
    B. tell about what happened last.
    C. show the lesson of the story.
    D. predict what will happen next.

32. Which sentence from the story is an OPINION?

    A. "The little black horse had a sweet disposition, and everyone liked him."
    B. "The horses were trained to come at the sound of a whistle."
    C. "One day a new horse joined the herd."
    D. "That first day when the whistle blew, the others came running as usual."

Please STOP. Do not go on to the next page.

Reading
Session 3

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

In this passage, the author describes a storm as it passes by. Read the passage and answer the questions that follow.

The Storm

by Maureen Wallis

Very, very slowly the cloud crept across the sun. It foamed and boiled, making white, giant bubbles as the warm, wet air inside churned higher and higher—it was a cumulous cloud.

Deep inside the cloud, air shot upward—faster and faster. The air rose so far that it finally reached high into the atmosphere, and the cloud flattened out, big and black. Droplets of water were swept up, too. More wetness clung to them, and the drops got bigger and heavier.

Soon the sun was gone. The cloud grew darker.

The droplets of water rose so high that they froze. They were little balls of ice now and they tumbled in the cloud.

The sky was so dark, it was almost like nighttime.

Animals found cover, and people closed their windows and stared up at the sky. The trees didn't

6 move. The leaves were hushed. The wind didn't whisper. The world was still—so still.

Inside the cloud, the balls of ice bounced up, and another coat of wetness froze around them. They were getting bigger and bigger. . . . Finally, hail was formed.

Slowly, the wind sneaked through the fields and in and out among the trees. It was a cold wind—it ruffled the horses' manes as they whinnied and ran anxiously from fence to fence. The cows mooed loudly and huddled together. The leaves fluttered, and the birds clung tightly to their branches and did not sing.

The cloud covered the sky. It was black and blue and green and full of hail, but still it grew.

The children watched from their houses as the wind rattled the windows and pushed at the door.

Please go on to the next page.

Lightning began to flash. There was electricity in the cloud—a lot of electricity. It flashed inside the cloud, but some of it reached
11 to the ground, too, with long, stretched fingers. The children covered their ears and closed their eyes as the crashing thunder boomed.

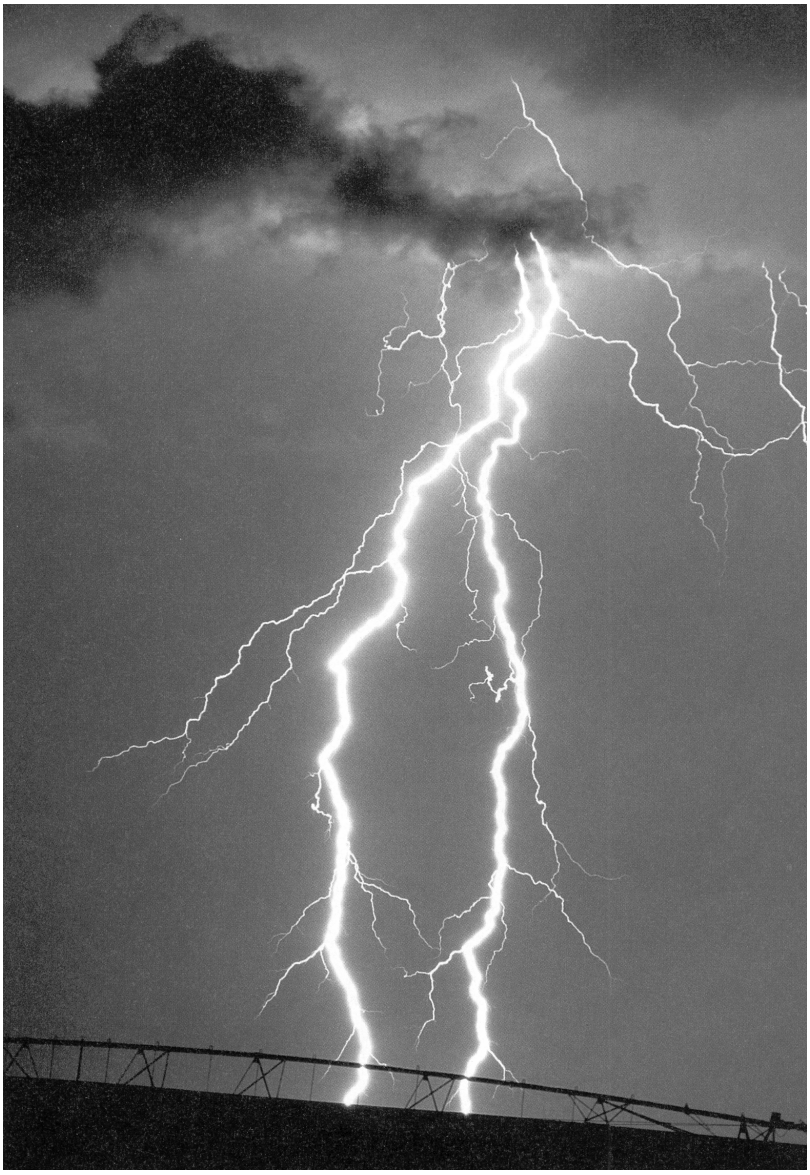
At last, the hail was too heavy for the cloud to hold, and the balls of ice poured from the cloud to the ground below. It pounded the land, ripped leaves from the trees, and clattered on the roofs. It roared and hammered, breaking the grain in the fields, until the ground was white with hail.

And then—suddenly—the cloud passed on to other places. The thunder cracked, but it was running, too . . . across the sky to somewhere else. The lightning didn't flash as often now.

Then the lightning and thunder stopped altogether. The children ran outside, grabbing handfuls of hail, crunching and slipping.

Leaves and branches were broken, and the grain lay battered on the ground, but the sun chased the last bits of the cloud away. The world sparkled, the hail melted, and a rainbow arched into the far-off hills. While the birds shook themselves and sang, the children looked at the rainbow and laughed; they weren't afraid anymore. "A storm is only some rain and hail and stuff," they said as they splashed in the rippling puddles.

And somewhere in the warm, wet dirt, a seed broke open. A plant uncoiled from it, cracked through the earth, and turned its fresh, new leaves to the sun.



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Mark your answers to questions 46 through 50 in the section marked "Reading—Session 3" in your Student Response Booklet.

46. In paragraph 6, the phrase "didn't whisper" means that the wind

A. became heavy.
B. turned rain into ice.
C. moved the leaves.
D. stopped blowing.

47. What do the animals do when the sky darkens?

A. They look for shelter.
B. They stand very still.
C. They stare at the sky.
D. They make loud noises.

48. In paragraph 11, the phrase "long, stretched fingers" is used to describe the

A. children's hands.
B. lightning streaks.
C. blowing tree leaves.
D. breaking tree branches.

49. What is the author's MAIN purpose in writing this passage?

A. to explain what causes storms to happen
B. to create a description of a storm
C. to describe how animals behave during storms
D. to compare different kinds of storms

50. The author organized this passage by

A. listing the most important events first.
B. telling events in the order they happened.
C. comparing events to one another.
D. giving problems and their solutions.

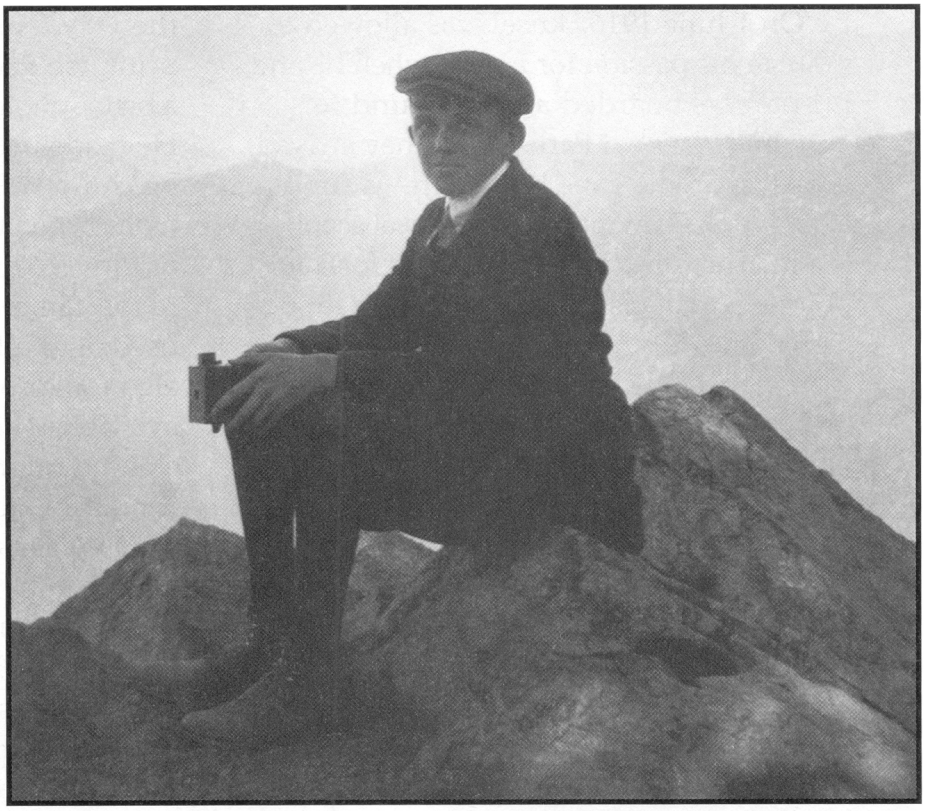
Please go on to the next page.

Ansel Adams was one of the most well-known photographers of the 20th century. Read this passage about Ansel Adams. Then answer the questions that follow.

Ansel Adams

Painting with Light

by Melanie G. Snyder



"Holding my Box Brownie Camera," Yosemite National Park, California, 1918

Twelve-year-old Ansel Adams sighed and flopped onto his back, staring at the ceiling. From his bed, he could hear the Pacific waves pounding Baker's Beach, and he thought, If only I could be out there, exploring the dunes!

But Ansel had measles, and in 1914, that was serious business. For two dreary weeks, he'd been in bed with the window shades closed.

As he lay there, Ansel noticed a vague image flitting across the ceiling. It was the gardener, tending flower beds below his window. But how did the image of the gardener get onto the ceiling?

Ansel called for his father, who explained the effect as "camera obscura." The darkened bedroom was like the inside of a camera, and the image of the gardener was projected through a gap in the window shade, which acted like a lens. Sunlight illuminated the gardener and cast his image through the "lens," onto the ceiling. Mr. Adams brought in his own Kodak Bullseye camera and opened it up to show Ansel how it worked.

Soon after Ansel recuperated, his father decided to homeschool him. Part of his education was a yearlong pass to the Panama-Pacific International Exposition in San Francisco. The Expo had hundreds of art, music, and science exhibits, and Ansel roamed the halls for hours every day. He especially loved studying paintings, fascinated by the artists' use of light and shadow.

Please go on to the next page.

When he wasn't at the Expo or being tutored, Ansel was climbing rocky Pacific cliffs or wading in Lobos Creek, looking for insects to add to his collection. He loved spending "long days in a world of sea grass and bright sand" and hearing the "roar and tang of the ocean, and the cry of gulls."

On 1 June 1916, Ansel was allowed to indulge his passion for nature when he and his parents boarded a train bound for Yosemite National Park. When they arrived, Ansel's parents gave him a gift—a simple Kodak Box Brownie camera. Ansel scanned the instructions, asked his father for a few

7 pointers, then clambered off on the first of many hikes around Yosemite to photograph the breathtaking mountains, waterfalls, and meadows. He took over thirty photographs on that first trip to Yosemite. But when he returned home and had those photos developed, he wasn't happy with the way most of them turned out.

But Ansel didn't let that discourage him. He took more photographs, then went to visit a man named Frank Dittman who owned a film-developing business. Ansel asked Dittman whether he could work in the shop without pay, just to learn more about photography. Dittman agreed and took Ansel and his latest rolls of film into the lab to show him how to develop film into prints.

Ansel soon saw the relationship between the way a photo was taken and the final print. He decided that in order to become a better photographer, he needed to practice. He made up a set of work sheets on which he could write down every decision he made when taking a photograph—the type of film he'd used and how it was loaded in the camera, which lens and filters he'd used, and all of the camera settings. He also took notes on the amount of light available when he took each photo. Was it cloudy? Sunny? Were there shadows? Was it morning, midday, or evening when the photo was taken?

When he developed his film, he compared the quality of the final prints with the settings he'd used when taking the photographs. This helped him to improve with every photo he took, and he read every book and magazine he could find to learn more. . . .

Mark your answers to questions 51 through 55 in the section marked "Reading—Session 3" in your Student Response Booklet.

51. Why does the author MOST LIKELY begin the passage by describing something that happened when Ansel Adams had measles?

    A. Measles was a very serious disease in the early 1900s.
    B. Ansel learned how a camera worked when he was ill.
    C. It shows the relationship between Ansel and his father.
    D. It emphasizes how much Ansel missed being outside.

52. In paragraph 7, the word indulge means

    A. avoid.
    B. defend.
    C. report.
    D. satisfy.

Please go on to the next page.

53. Ansel recorded every decision he made when taking a photograph because he wanted to

A. write a book about his work.
B. improve his photography skills.
C. become a photography teacher.
D. impress his father with his notes.

54. This passage is a biography because it

A. describes events in a real person's life.
B. tells about taking photographs.
C. describes a father's decisions about his son.
D. tells how to become a photographer.

55. Which phrase BEST describes how the events in this passage are organized?

A. in order of importance
B. by comparison and contrast
C. from problem to solution
D. in order of when things happened

Please go on to the next page.

Eddie Ball wants Annie to enter the Finkle Foods Contest for a chance to win a million dollars. But, there is a wrinkle. Read this chapter from the book The Million Dollar Shot *and then answer the questions that follow.*

The Contest

by Dan Gutman

After school one day in October, Mom came home and immediately headed for the sink to wash the marshmallow off her hands. She tossed a copy of *Finkle Facts* on the table. That's the newsletter that all Finkle employees have to read. I couldn't help but notice the big headline:

FINKLE TO GIVE AWAY A MILLION DOLLARS!

The article said that Finkle Foods was sponsoring a big contest. The company had arranged with the National Basketball Association to have one lucky kid take a foul shot during halftime of Game 1 of the NBA Finals in June. If the kid made the shot, Finkle Foods would give the kid one million dollars.

All you had to do to enter the contest was send in ten Finkle box tops and an original poem about Finkles. The kid with the best poem would be chosen to shoot the million dollar shot.

"A million bucks!" I whistled.

"I don't know how George Finkle has a million dollars to give away," Mom grumbled. "Rumors are flying around the factory that
5 sales are down and Finkle's going to fire half the workers. He should take the million dollars and use it to make a food people can eat without going into sugar shock."

Mom's a little bitter about Finkle, in case you haven't noticed. She's a pretty good cook, and a couple of years ago she invented a snack food of her own. It was a fat-free, home baked cracker with real fruit and yogurt inside. It was pretty tasty—and even healthy for you. We named it an Air Crunchy.

Mom took the Air Crunchy idea to her boss, who showed it to Mr. Finkle. Mom still has the letter she got from Mr. Finkle.

Dear Mrs. Rebecca Ball:

Thank you for your recent snack food submission. Unfortunately, Finkle has chosen to pass on the idea of Air Crunchies. Our research shows that Americans *say* they want healthy snacks, but they won't *eat* healthy snacks. They want marshmallow, chocolate, peanuts, and caramel. In other words, Americans want Finkles.

Thank you again for thinking of Finkle Foods. And remember, don't be a fink—have a Finkle.

Sincerely,
George Finkle

. . . I was sitting in front of the trailer fooling with the calculator when Annie strolled over carrying one of her poetry books.

"How about a game of HORSE?" she suggested.

"Do you realize," I said, poking the keys on the calculator, "that if you put a million dollars in the bank today and earned 8 percent interest on it, a year from now you'd have earned $80,000 for doing *nothing*?"

11 "The trick is getting that first million," Annie said.

She hadn't read the newsletter. I told her about the Million Dollar Shot Contest Finkle Foods was sponsoring.

"Come on," she scoffed. "Nobody really wins those things."

"Sure they do," I replied. "They *have* to give away the prize or it's against the law."

Please go on to the next page.

"Believe me, George Finkle will find a way to weasel out of paying the money. No way he's going to pay out a million bucks for sinking a crummy foul shot." Annie's dad had told her all about George Finkle, too.

"Well, if I sink that shot," I said confidently, "he would *have* to pay."

"They'll probably get a million entries," Annie said.

"So I've got as good a chance as anybody."

"Yeah, like *none*."

"*You* like poetry," I said. "Why don't *you* enter the contest?"

"Me? Write a poem to promote George Finkle's poison-making machine?" Annie laughed. "I'd rather poke hot needles in my eyes."

Annie's a strict vegetarian. I don't think there's any meat in a Finkle, but she won't eat them anyway because of all the chemicals and preservatives.

"Did you ever read the ingredients on the side of a Finkle box?" she asked me. "It sounds like the stuff they use to make chemical weapons."

"Come on!" I tried one more time. "Enter the contest. It'll be *fun*!"

"Not even if they paid me a million dollars."

"They just might!"

So I was on my own. Annie read her book as I struggled to come up with something nice to say about Finkles. It was hard! This was the best I could do:

Finkles ain't red,
Finkles ain't blue,
But Finkles taste great,
And they're good for you, too!

"That's terrible," Annie commented when I read it out loud. I agreed. I was about to start another poem when Annie noticed some tiny letters at the bottom of the newsletter:

Contest is void where prohibited. Employees, their families and associates of Finkle Foods are ineligible.

Shoot! Our parents worked for Finkle Foods, so we couldn't enter the contest. Disgusted, I ripped up the paper and tossed it in the trash. We went off and played a game of HORSE.

Mark your answers to questions 56 through 66 in the section marked "Reading—Session 3" in your Student Response Booklet.

56. The narrator finds out about the Finkle Foods contest by reading

A. the local newspaper.
B. a newsletter article.
C. the side of a Finkle Food box.
D. a letter from George Finkle.

57. In paragraph 5, the word fire means to

A. excite.
B. direct.
C. dismiss.
D. inspire.

Please go on to the next page.

58. Why does Mom doubt that Mr. Finkle can give away a million dollars?

A. Finkle Foods does not pay her much money.

B. She heard that the company is not doing well.

C. Mr. Finkle could not afford to make Air Crunchy crackers.

D. She received a letter stating that the factory was closing.

59. In paragraph 5, Mom's use of the phrase "sugar shock" shows that she

A. is surprised that Mr. Finkle is holding a contest.

B. thinks Finkle Foods products are unhealthy.

C. cannot believe the winner gets a million dollars.

D. has heard that Finkle Foods sales are down.

60. What is the MAIN reason Mom is bitter toward Finkle Foods?

A. She is upset that she cannot enter the contest.

B. Finkle Foods makes her work long hours for little pay.

C. Mr. Finkle turned down her idea for a snack food.

D. She dislikes the articles in the *Finkle Facts* newsletter.

61. In the letter, the words *say* and *eat* are in italics to show that they

A. should be said with feeling.

B. should be whispered.

C. have unusual meanings in the sentence.

D. are words spoken by a famous person.

Please go on to the next page.

62. What is Annie's reaction to the news about the contest?

A. excitement
B. doubt
C. worry
D. boredom

63. In paragraph 11, the word trick means

A. a lie.
B. a skill.
C. a prank.
D. a performance.

64. Based on paragraph 22, a vegetarian is a person who

A. does not eat meat.
B. cannot eat sugar.
C. plants a garden.
D. works with chemicals.

65. The narrator and Annie cannot enter the contest because

A. their parents will not let them enter.
B. they cannot write a poem about Finkles.
C. they are poor at making baskets.
D. their parents work for Finkle Foods.

66. This passage is an example of realistic fiction because

A. it is about a contest.
B. it is based on a real story.
C. it could really happen.
D. it describes a healthy recipe.

Write your answer to question 67 in the space provided for it in your Student Response Booklet.

67. Write an advertisement for the Finkle Foods Million Dollar Shot Contest. Include details from the passage in your advertisement.

Please STOP. Do not go on to the next page. STOP

Mathematics
Session 1 (Calculator)

This test session includes multiple-choice questions and a question for which you must show your work or write out your answer. You may use a calculator during this session.

Mark your answers to questions 1 through 24 in the section marked "Mathematics—Session 1 (Calculator)" in your Student Response Booklet.

1. Mr. White can divide his class into groups of 2 or 5 with no students left over. Which could be the number of students in Mr. White's class?

   A. 15
   B. 25
   C. 30
   D. 32

2. Which number belongs in the $\square$?

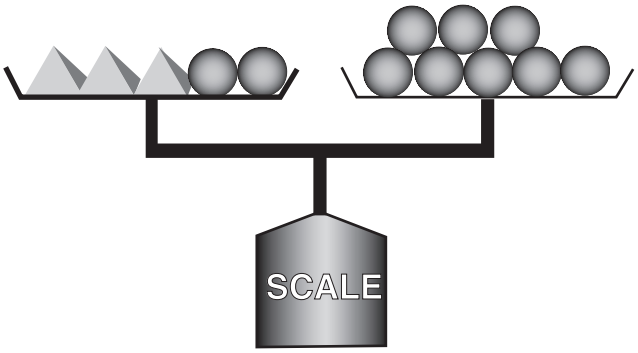
   $$(2 \times \square) + 5 = 6 + 5$$

   A. 2
   B. 3
   C. 4
   D. 6

3. What kind of quadrilateral can have just one pair of parallel sides?

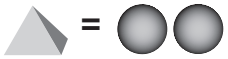
   A. parallelogram
   B. rhombus
   C. square
   D. trapezoid

4. The scale shown below is balanced.



Which sentence is true?

A. 

B. 

C. 

D. 

Please go on to the next page.

5. What is the next number in this pattern?

3.21, 3.28, 3.17, 3.24, 3.13, . . .

A. 3.02
B. 3.06
C. 3.20
D. 3.24

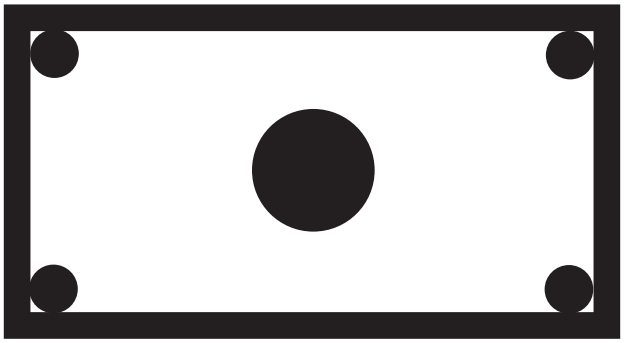
6. Mindy's birthday is next week. Her mother gave her several choices for her cake.

- It can be white, chocolate, or marble.
- It can have vanilla or chocolate frosting.

How many different choices does Mindy have?

A. 2
B. 3
C. 5
D. 6

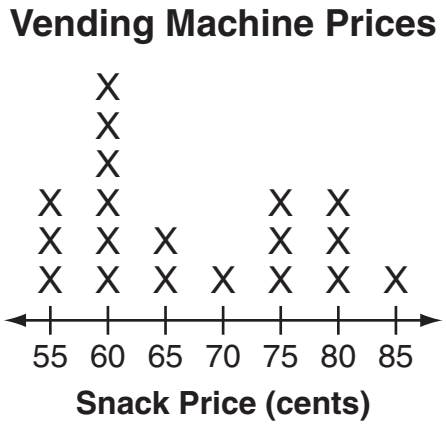
7. Justin painted the picture shown below.



How many lines of symmetry does his painting have?

A. 0
B. 1
C. 2
D. 4

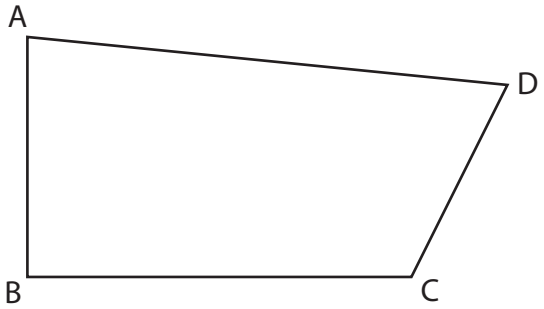
8. The line plot below shows the prices of different snacks in a vending machine.



What is the mode price?

A. 60 cents
B. 65 cents
C. 70 cents
D. 85 cents

Use the figure below to answer question 9.



9. Which angle measures 90°?

A. angle A
B. angle B
C. angle C
D. angle D

Please go on to the next page.

10. Which statement is true about all parallelograms?

A. They have a right angle.

B. They have four congruent sides.

C. They have four congruent angles.

D. Their opposite sides are parallel.

11. A computer program calculates students' average grades and rounds them to the nearest tenth. Otto's average grade in math is 83.627. To which number does the computer program round Otto's math grade?

A. 83.6

B. 83.63

C. 83.7

D. 84

12. How many of the numbers listed below are prime numbers?

2, 3, 5, 8, 11, 13, 24

A. 2

B. 3

C. 5

D. 6

13. The table below shows the number of points scored by each player during a basketball game.

Points Scored

Player	Points Scored
Anderson	8
Delrio	10
Franklin	3
Harrison	5
Jacobs	9
Klein	5
Mesa	3
Reynolds	3
Thompson	8

What is the median number of points scored?

A. 3

B. 5

C. 6

D. 9

14. Ashley walks LESS than $\frac{1}{2}$ of a mile to school. Which fraction could represent the distance she walks?

A. $\frac{2}{5}$

B. $\frac{5}{10}$

C. $\frac{3}{5}$

D. $\frac{3}{4}$

Please go on to the next page.

15. Stan has 3 packs of batteries. Each pack contains 8 batteries. Stan used

- 2 batteries for his flashlight,
- 2 batteries for his calculator, and
- 3 batteries for his portable radio.

How many batteries does he have left?

A. 1
B. 7
C. 9
D. 17

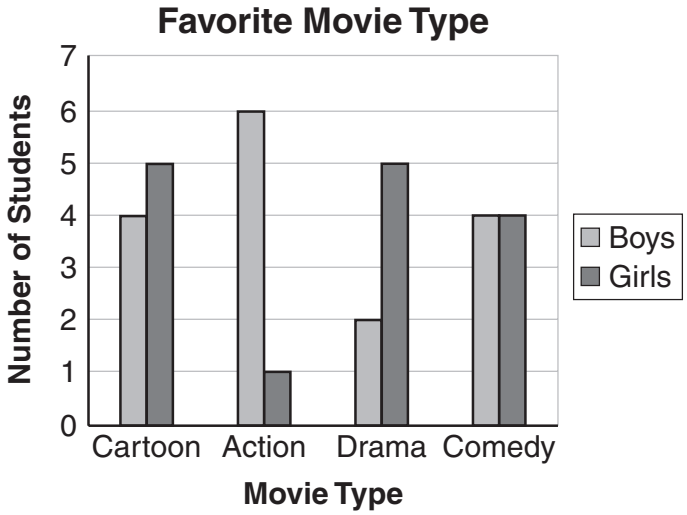
16. Kevin is making apple pies for a bake sale. He uses about $4\frac{3}{4}$ apples in each one. Which is the BEST ESTIMATE of the number of apples Kevin needs to make 20 pies?

A. 25 apples
B. 80 apples
C. 100 apples
D. 125 apples

17. What is the value of the expression $5x - 9$ when $x = 10$?

A. 5
B. 6
C. 24
D. 41

18. The graph below shows the favorite movie types for Jeffrey's classmates.



Which movie type is the favorite of the MOST students?

A. cartoon
B. action
C. drama
D. comedy

19. The table below shows the sandwich choices for lunch.

Sandwich Choices

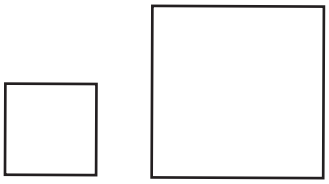
Bread	Meat	Cheese
white	turkey	cheddar
wheat	ham	American

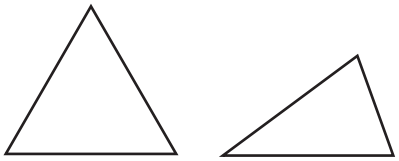
A sandwich choice consists of one bread, one meat, and one cheese. How many sandwich choices are available?

A. 2
B. 3
C. 6
D. 8

Please go on to the next page.

20. Which pair is congruent?

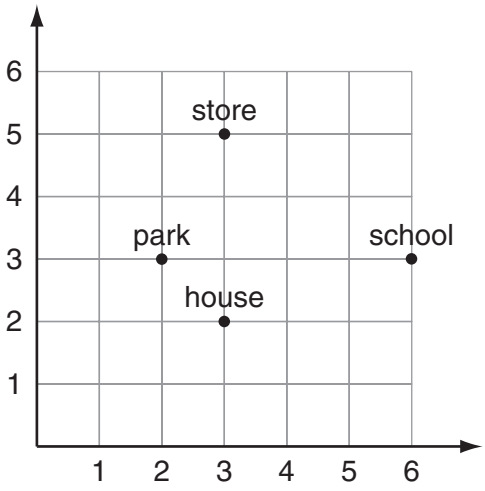
A. 

B. 

C. 

D. 

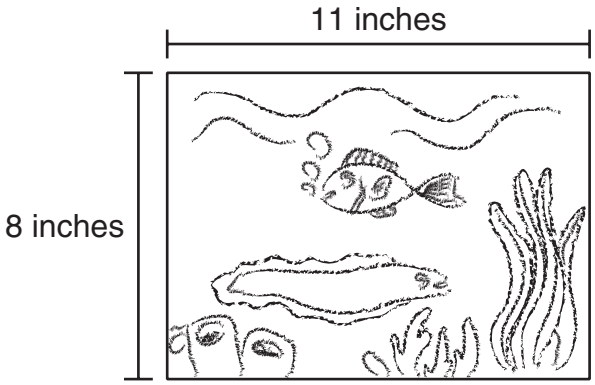
21. A map of Maria's town is shown below.



Where is the park located?

A. (2, 3)
B. (3, 2)
C. (6, 3)
D. (3, 5)

22. Erica painted the rectangular picture shown below.



What is the perimeter of her picture?

A. 19 inches
B. 30 inches
C. 38 inches
D. 88 inches

23. The table below shows how many banners can be made from various yards of material.

Yards of Material	Number of Banners
2	8
10	40
15	60

Which equation represents the number of banners made, b, with y yards of material?

A. $b = y + 6$
B. $b = y + 30$
C. $b = 3y + 2$
D. $b = 4y$

Please go on to the next page.

Use the formula below to answer question 24.

$V = B \times h$	V represents volume in cubic inches B represents area of base in square inches h represents height in inches

24. The area of a prism's base is 15 square inches.

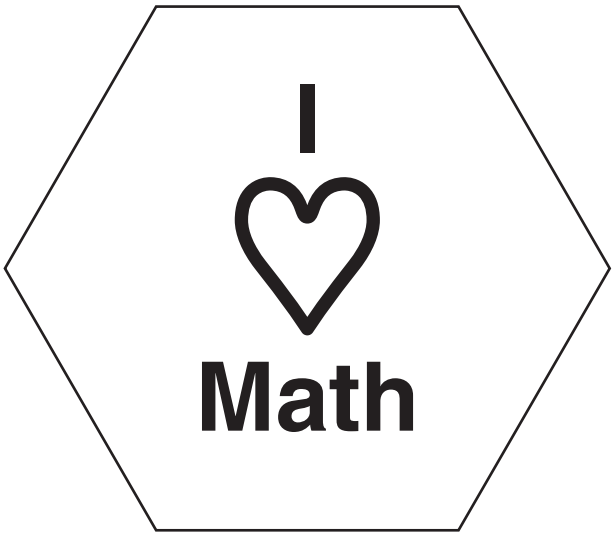
    The prism's height is 3 inches.

    What is the volume of the prism in cubic inches?

    A. 5
    B. 18
    C. 45
    D. 90

Write your answer to question 25 in the space provided for it in your Student Response Booklet. Show all of your work.

25. Ms. Taylor is preparing a project for her students. The students will be making buttons of the size and shape of the pattern shown below.



    a. What is the length of one side of the button in centimeters?

    b. How many centimeters of ribbon are needed to go along all sides of this button? Show or explain how you found your answer.

    c. Ms. Taylor is making 200 buttons. How many centimeters of ribbon does she need?

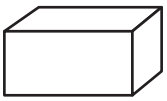
Please STOP. Do not go on to the next page. STOP

Mathematics
Session 2A (Calculator)

This test session includes multiple-choice questions. You may use a calculator during this session.

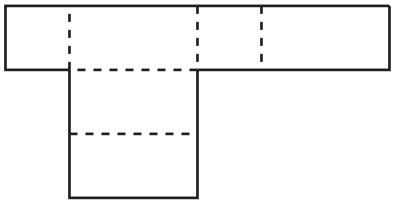
Mark your answers to questions 26 through 30 in the section marked "Mathematics—Session 2A (Calculator)" in your Student Response Booklet.

Use the picture of a rectangular prism below to answer question 26.

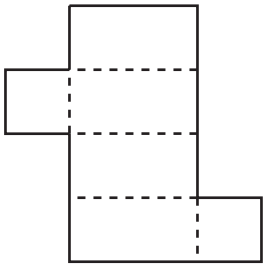


26. Which of these shapes will NOT form a rectangular prism when folded along the dotted lines?

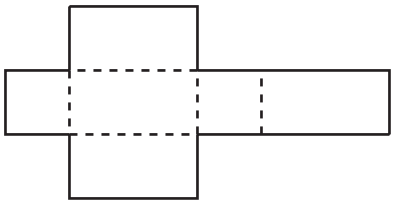
A.



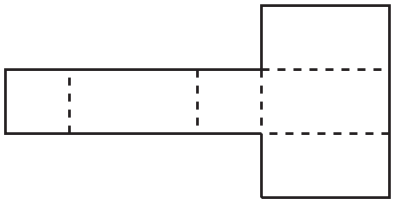
B.



C.



D.



27. Which number has the greatest value?

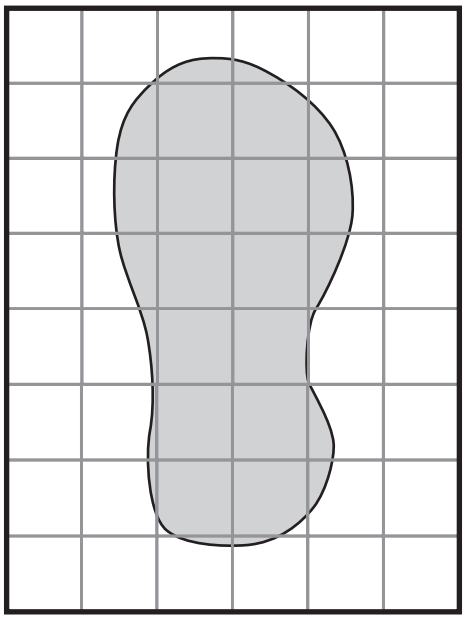
A. 7.1234
B. 7.836
C. 7.05
D. 7.9

28. The manager of the school cafeteria is planning a survey to find out the favorite lunch choices of students in the school. Which of the following would be the best group to ask the survey questions?

A. third-grade boys
B. students in the school band
C. 10 students from each class
D. all sixth-grade students

Please go on to the next page.

29. Tanisha traced the sole of her doll's shoe on grid paper.

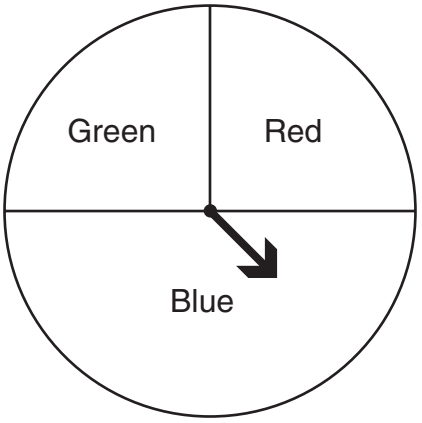


= 1 square centimeter

Which is the best estimate of the area of the shoe sole?

A. 12 square centimeters
B. 15 square centimeters
C. 22 square centimeters
D. 28 square centimeters

30. Jed is using the spinner pictured below in a game.



Jed spins the spinner 100 times. Which chart shows the results he would be most likely to get?

A.

Color	Number of spins
Red	33
Blue	34
Green	33

B.

Color	Number of spins
Red	30
Blue	40
Green	30

C.

Color	Number of spins
Red	25
Blue	25
Green	25

D.

Color	Number of spins
Red	25
Blue	50
Green	25

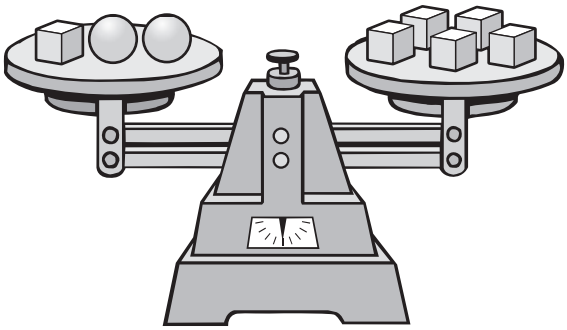
Please STOP. Do not go on to the next page.

Mathematics
Session 2B (No Calculator)

This test session includes multiple-choice questions. You may NOT use a calculator during this session.

Mark your answers to questions 35 through 39 in the section marked "Mathematics—Session 2B (No Calculator)" in your Student Response Booklet.

35. The scale pictured below is perfectly balanced.



One ball weighs the same as how many blocks?

A. 1

B. $1\frac{1}{2}$

C. 2

D. $2\frac{1}{2}$

36. The chart below shows the admission prices for a school basketball game.

Adult	\$3.75
Student	\$2.25

How much will it cost for a family of 2 adults and 4 students to attend a game?

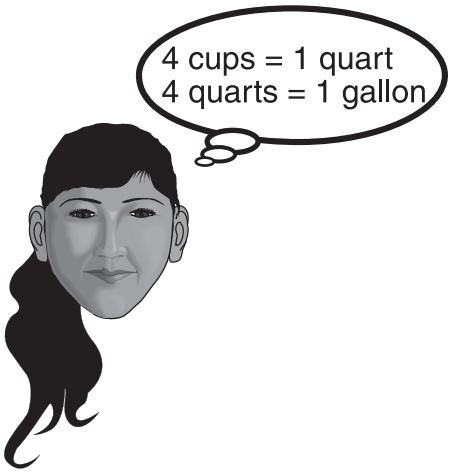
A. \$6.00

B. \$14.50

C. \$15.00

D. \$16.50

37. There are 48 syrup pitchers at Waffle World. Each pitcher holds 1 cup of syrup.



How many gallons of syrup are needed to fill all of the pitchers?

A. 1 gallon

B. 3 gallons

C. 6 gallons

D. 12 gallons

38. Look at the division problem below.

$$9\overline{)22\triangle}$$

What number should be put in place of the triangle so that there is no remainder?

A. 0

B. 2

C. 5

D. 9

Please go on to the next page.

39. The table below shows Lucy's batting average during two seasons.

	Year 1	Year 2
Average	0.485	0.627

By how much did her batting average increase from Year 1 to Year 2?

A. 0.142

B. 0.242

C. 0.262

D. 0.858

Please STOP. Do not go on to the next page.

Mathematics
Session 3 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers to questions 44 through 64 in the section marked "Mathematics—Session 3 (No Calculator)" in your Student Response Booklet.

Use the pattern below to answer question 44.

36, 27, 18, 9, . . .

44. Which pattern has the same rule as the one above?

A. 18, 15, 12, 9, . . .
B. 24, 18, 12, 6, . . .
C. 36, 30, 24, 18, . . .
D. 72, 63, 54, 45, . . .

45. Mrs. Montera bought a pair of jeans for $18, a sweater for $21, and two shirts for $16 each. What is her change if she gives the clerk four $20 bills?

A. $ 9
B. $11
C. $51
D. $71

46. Part of a bus schedule is shown below.

Bus Schedule

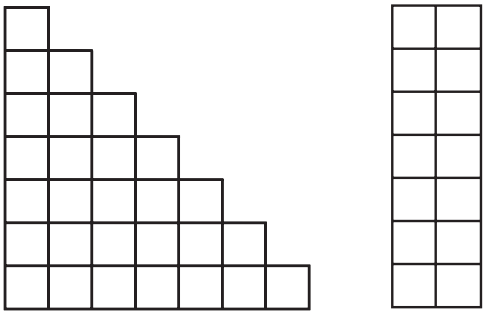
Arrives	Departs
7:10	7:25
8:05	8:20
9:00	9:15
9:55	

If the pattern continues, what time is the 9:55 bus scheduled to depart?

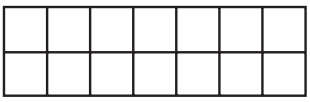
A. 10:05
B. 10:10
C. 10:15
D. 10:20

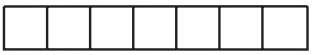
Please go on to the next page.

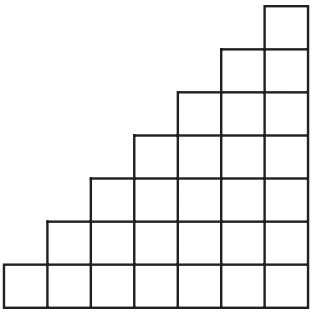
47. Courtney built a tower out of blocks. The front and side views are shown below.

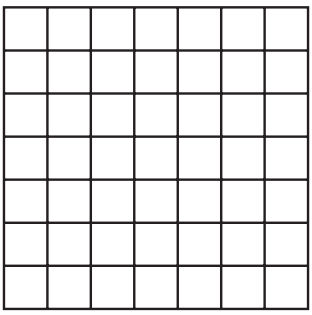


Which picture shows the TOP view of the tower?

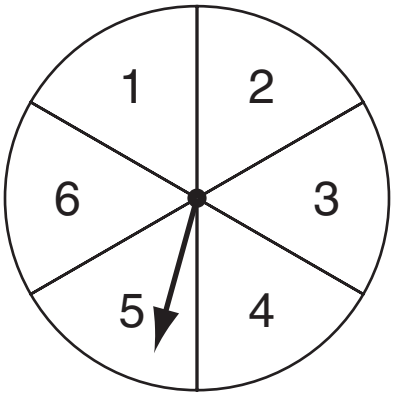
A. 

B. 

C. 

D. 

Use the spinner shown below to answer question 48.



48. With one spin, what is the probability of landing on an odd number?

A. $\frac{1}{6}$

B. $\frac{1}{3}$

C. $\frac{1}{2}$

D. $\frac{2}{3}$

49. Brianna counted the number of paper chains made by each student.

- Serena made 38.
- José made 82.
- Gina made 18.

To find the total number of paper chains made, Brianna added (38 + 82) + 18. Which is another way she can calculate this total?

A. $38\times(82+18)$

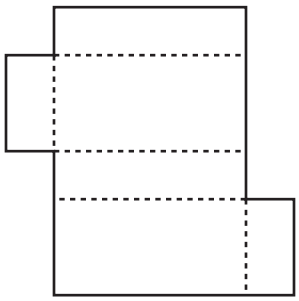
B. $38+(82+18)$

C. $(38+18)\times82$

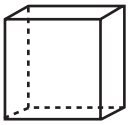
D. $38+(38+82)$

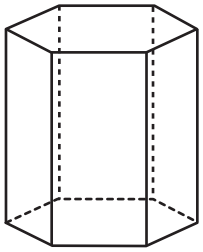
Please go on to the next page.

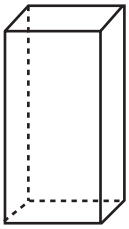
50. Greg made the pattern shown below.

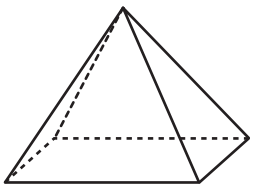


Which shape can be made by folding this pattern along the dotted lines?

A. 

B. 

C. 

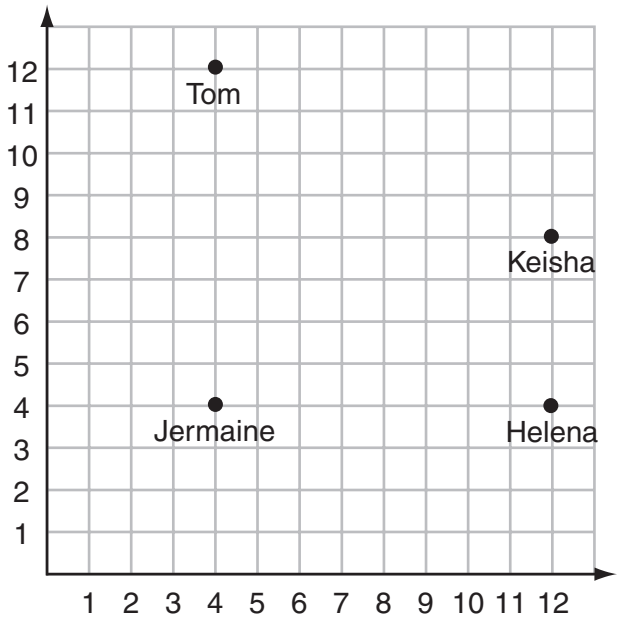
D. 

51. What is the rule for the pattern below?

3, 6, 5, 10, 9, 18, 17, 34, . . .

A. Add 3.
B. Add 3, then subtract 1.
C. Multiply by 2.
D. Multiply by 2, then subtract 1.

52. Booths are being set up in a gym according to the plan shown below.



Who has a booth located at (4, 12)?

A. Helena
B. Jermaine
C. Keisha
D. Tom

Please go on to the next page.

53. Mr. Bennett's class earned $50 to buy toys for the school toy drive. They bought

- 5 teddy bears for $4.50 each, and
- 8 toy trucks for $3.25 each.

How much money do they have left?

A. $ 1.50
B. $ 8.50
C. $11.50
D. $48.50

54. The table below shows how many phone calls Hailey's classmates received last night.

Phone Tallies

Number of Calls	Frequency
0	|||
1	𝍸
2	𝍸 ||
3	||||
4	𝍸
5	||

How many students received FEWER than 3 phone calls last night?

A. 4
B. 7
C. 15
D. 19

55. Paul found the table shown below on a container of iced tea mix.

Iced Tea Mix

Servings	2	4	6
Iced Tea Mix	$\frac{1}{2}$ cup	1 cup	$1\frac{1}{2}$ cups
Water	1 cup	2 cups	3 cups

What is the rule for finding the amount of water to use?

A. Divide the amount of iced tea mix by 4.
B. Divide the amount of iced tea mix by 2.
C. Multiply the amount of iced tea mix by 4.
D. Multiply the amount of iced tea mix by 2.

56. The chart below shows the results of asking 100 students what their favorite food is.

Favorite Food

Food	Number of Students
Hamburgers	⊞ ⊞ ⊞ □
Hotdogs	⊞ ⊞ □
Pizza	⊞ ⊞ ⊞ ⊞ □
Tacos	⊞ ⊞ ◱

Key: ⊞ = 8 students

How many more students chose pizza than tacos?

A. 6
B. 12
C. 24
D. 48

Please go on to the next page.

Use the table below to answer question 57.

Input	Output
1	4
2	5
3	6
4	7
5	8

57. What is the rule for this table?

A. $n + 1$

B. $n + 3$

C. $3n$

D. $4n$

58. The table below shows the number of students who participate in each sport at Bay View Middle School.

Sports Participation

Sport	Number of Students
Football	39
Volleyball	32
Soccer	51
Basketball	28
Softball	25
Baseball	21
Track	17
Swimming	20

Mrs. Ortiz wants to show the information in a bar graph. Which scale and interval would be the most reasonable for her to use?

A. scale from 0 to 40 with an interval of 5

B. scale from 0 to 50 with an interval of 2

C. scale from 0 to 60 with an interval of 10

D. scale from 0 to 100 with an interval of 25

59. The manager of a water park wants to know how often the average customer comes to the park. Which plan will BEST represent these customers?

A. Randomly survey 50 customers at the water park on a 90° day.

B. Randomly survey 100 people at the mall near the water park.

C. Randomly survey 50 customers at the water park over a two-week period.

D. Have each employee survey two friends who come to the water park.

60. The chart below shows the numbers of soccer games played last season by five teams.

Soccer Games Played

Team	Number of Games Played
Jets	13
Rams	21
Stars	15
Falcons	18
Mavericks	13

What is the range of the numbers of games played?

A. 8

B. 13

C. 15

D. 21

Please go on to the next page.

61. The table below shows the lengths of the leaves Mara and Len collected.

Leaf Measures

Student	Length (cm)
Mara	20.6
Len	21.4

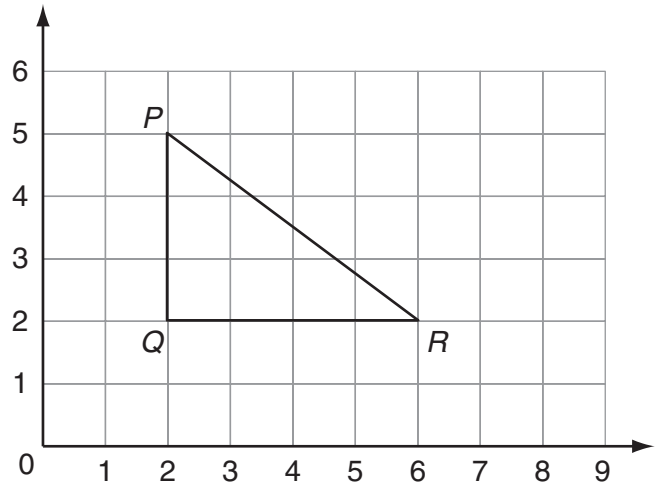
How much longer is Len's leaf than Mara's?

A. 0.2 cm
B. 0.8 cm
C. 1.2 cm
D. 1.8 cm

62. Mr. York bought 5 CDs for his class. Two of them cost $7.95 each, and the rest cost $15.25 each. Which is the BEST ESTIMATE of the total cost of the CDs?

A. $31
B. $46
C. $61
D. $75

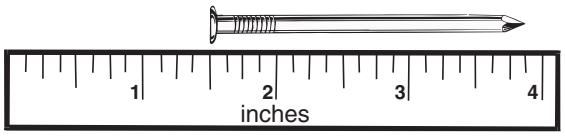
Use the triangle below to answer question 63.



63. What will be the coordinates of point *P* if the triangle is moved 2 units to the right?

A. (2, 5)
B. (2, 7)
C. (4, 5)
D. (4, 7)

Use the figure below to answer question 64.



64. What is the length of the nail in inches?

A. $2\frac{1}{8}$
B. $2\frac{3}{8}$
C. $3\frac{5}{8}$
D. $3\frac{7}{8}$

Please go on to the next page.

Write your answers to questions 65 through 67 in the spaces provided in your Student Response Booklet. Show all of your work.

65. Compute:

178×69

66. Compute:

4×0.22

67. Compute:

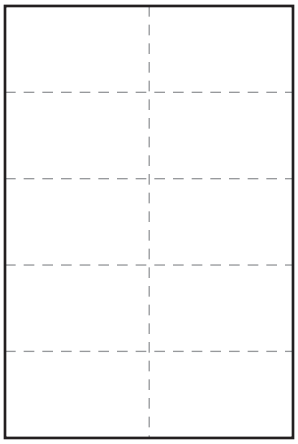
$20 - 1.2 - 2.54 - 3.07$

Please go on to the next page.

Write your answer to question 68 in the space provided in your Student Response Booklet. Show all of your work.

68. Manny and Alex each made a greeting card for an art project. Each boy started with the same size paper. Manny used $\frac{3}{5}$ of his paper for his card. Alex used $\frac{1}{2}$ of his paper for his card.

a. In your Student Response Booklet, make two copies of the picture below of a piece of paper. Mark each picture to show the part of the paper that each boy used.



b. Use a fraction to tell how much MORE of his sheet of paper Manny used than Alex used of his. Show or explain how you found your answer.

c. Could the boys have made both of their cards from a single piece of paper? If so, show what fraction of the piece of paper would be left over. If not, explain why not. Use pictures, words, or numbers to show how you found your answer.

Please STOP. STOP

Acknowledgments

Measured Progress and Montana's Office of Public Instruction wish to acknowledge and credit the following authors and publishers for use of their work in the Montana Comprehensive Assessment System—2007.

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